Effect of Grit Enrichment Program on Self Efficacy, Cognitive Style and Psychological Well Being of Pupil Teachers

Synopsis

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Submitted by

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INTRODUCTION

In today's fast-paced and competitive world, success is often attributed to a combination of talent, intelligence, and hard work. However, psychological scientists are also making efforts to find non-cognitive predictors of the success. Recent researches have highlighted the importance of a lesser-known psychological trait called grit in determining long-term success and achievement, coined by psychologist Angela Duckworth, grit refers to the perseverance and passion for long-term goals, particularly in the face of setbacks and challenges. Evidences suggest that grit is a personal quality that is developed through mindsets, skills and enabling environments (Duckworth, 2016). Those with high grit tend to use an optimistic rather than pessimistic explanatory style to explain adversity and often believe their abilities are malleable and can be improved with effort (Eskreis-Winkler et al., 2016). Grittier individuals also dedicate more time to deliberate practice to refine and improve their skills (Kaufman & Duckworth, 2017). The following diagram represents characteristics of Grit.

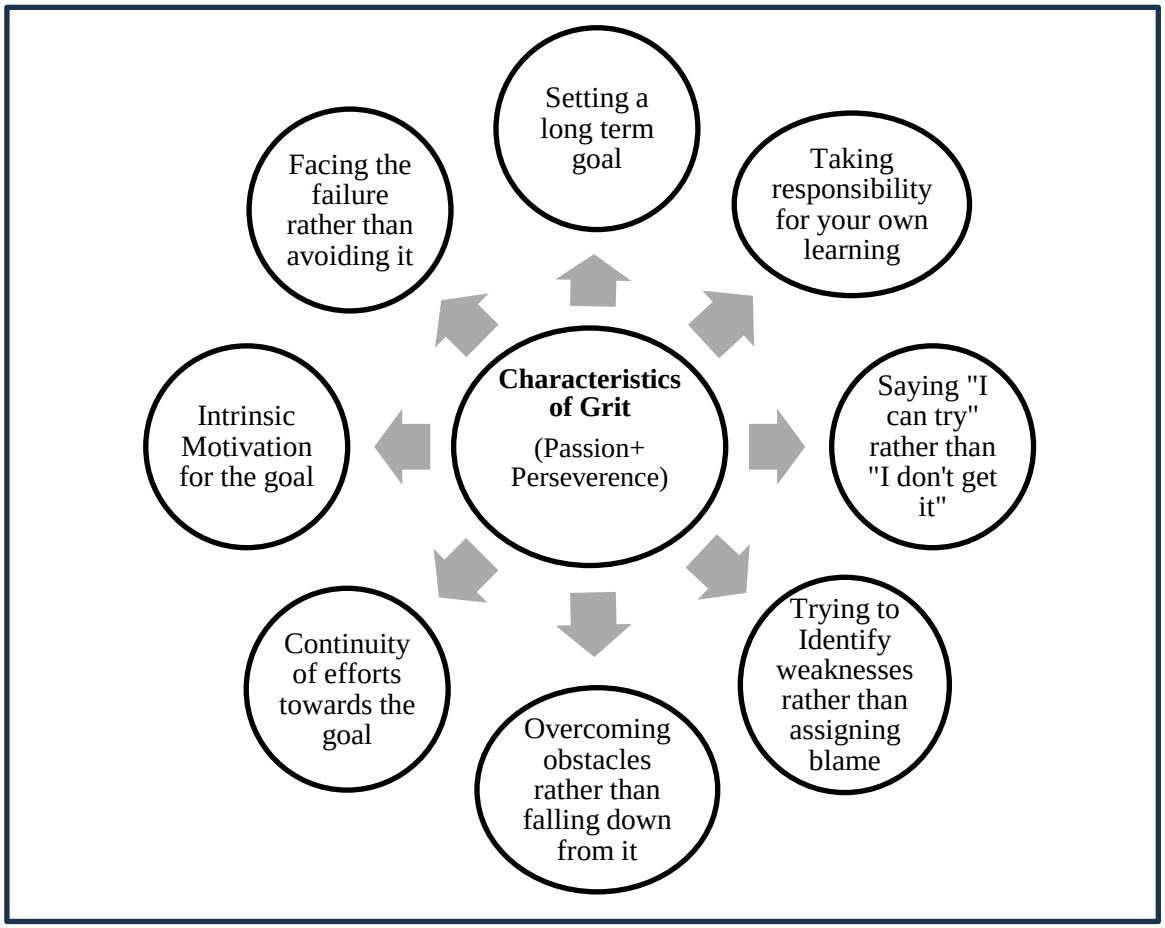
Setting a long term goal
Taking responsibility for your own learning
Saying "I can try" rather than "I don't get it"
Trying to Identify weaknesses rather than assigning blame
Overcoming obstacles rather than falling down from it
Continuity of efforts towards the goal
Intrinsic Motivation for the goal
Facing the failure rather than avoiding it
Characteristics of Grit
(Passion+ Perseverence)

Fig. 1: Diagrammatic Representation of characteristics of Grit

The below chart provides a comprehensive view of Grit. The definition of Grit is presented in the center,

with traits that contribute to Grit (Antecedents) such as Positive Affect, Self-Efficacy, and Mindfulness listed on the left side. On the right side, the outcomes of Grit (Consequences) are shown, including reduced burnout, anxiety, stress, and depression, as well as improved commitment, performance, and retention. The figure also includes related concepts and tools for empirically measuring Grit.

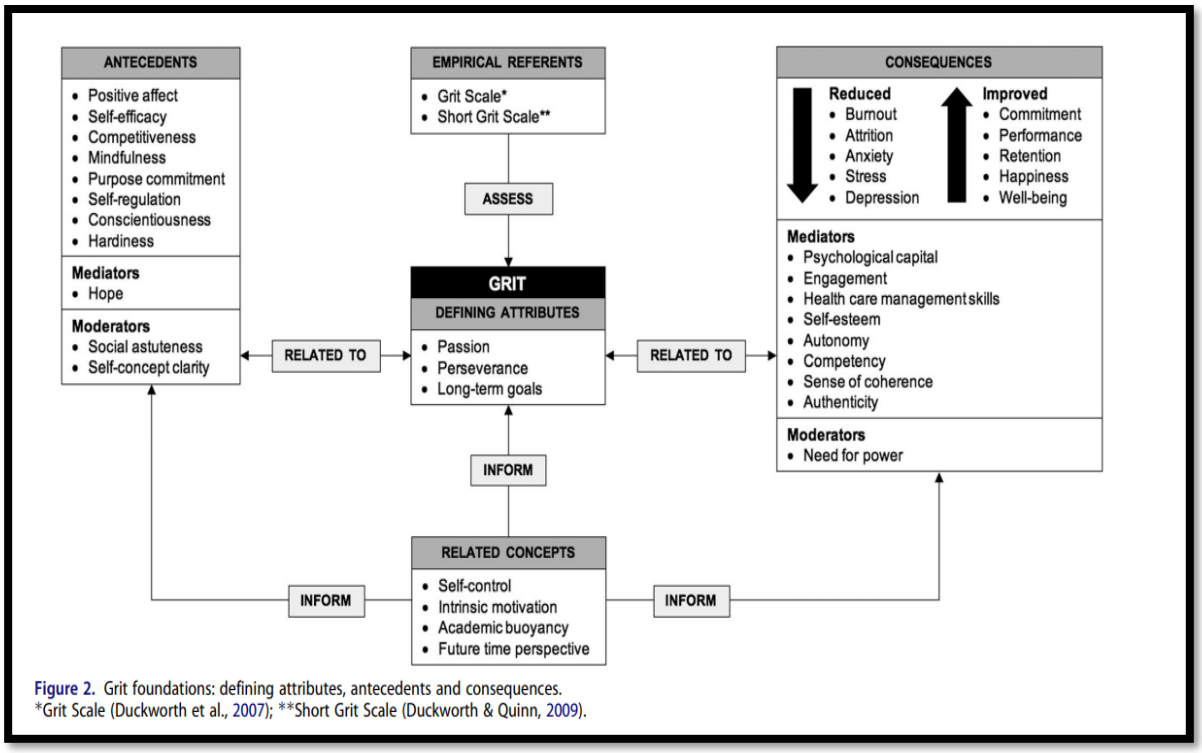

Fig. 2: Grit Foundations: Definition, Attributes, Antecedent and Consequences (Source: Sarah E. et.al, 2020)

NEURAL AND ANATOMICAL EVIDENCES FOR GRIT:

Neuroscientific research has shed light on the neural correlates of grit. Studies using neuroimaging techniques such as functional magnetic resonance imaging (fMRI) have identified brain regions associated with grit, including the Anterior Cingulate Cortex, prefrontal cortex, amygdala, and striatum. These regions are involved in goal-directed behavior, emotion regulation, and reward processing, suggesting a neurobiological basis for grit. These regions are discussed in detail in the following.

Anterior Cingulate Cortex (ACC): The ACC plays a crucial role in cognitive control, emotion regulation, and decision-making processes. Studies have shown that individuals with higher levels of grit exhibit greater activation in the ACC when faced with challenging tasks or setbacks. This suggests that the ACC may be involved in the regulation of perseverance and resilience in the face of adversity (Cui et al., 2019).

Dorsolateral Prefrontal Cortex (DLPFC): The DLPFC is associated with executive functions such as working memory, cognitive flexibility, and inhibitory control. Research has demonstrated that individuals with higher levels of grit show increased activation in the DLPFC during tasks requiring sustained attention and effortful control. This suggests that the DLPFC may play a role in maintaining focus and overcoming distractions to pursue long-term goals (Cravo et al., 2018).

Striatum: The striatum is involved in reward processing and reinforcement learning. Studies have found that individuals with higher levels of grit exhibit greater activation in the striatum when anticipating rewards associated with goal attainment. This suggests that the striatum may play a role in motivating individuals to persevere in the pursuit of their long-term goals, even in the absence of immediate gratification (Uchida et al., 2019).

Amygdala: The amygdala is involved in processing emotions, particularly fear and anxiety. Research has shown that individuals with higher levels of grit exhibit reduced amygdala reactivity to negative stimuli, suggesting greater emotional resilience and regulation. This may enable individuals to maintain focus and perseverance in the face of adversity (Suzuki et al., 2020).

Default Mode Network (DMN): The DMN is a network of brain regions that is active during rest and self-referential processing. Studies have found that individuals with higher levels of grit show decreased connectivity within the DMN, indicating reduced rumination and self-focused attention. This may allow individuals to maintain a forward-looking perspective and stay focused on their long-term goals (Wang et al., 2017).

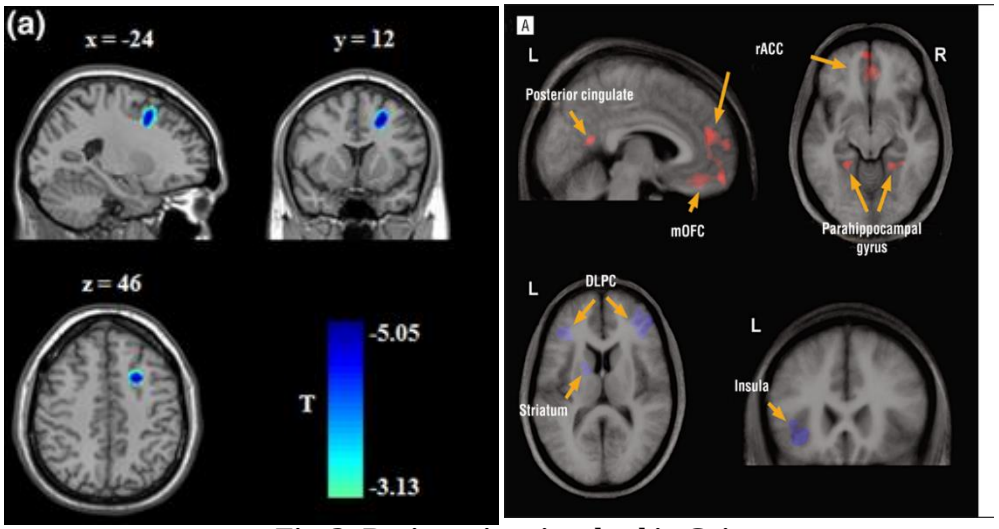

Fig. 3: Brain regions involved in Grit
(Source: W. Song et. al., 2017)

GRIT ENRICHMENT PROGRAM

Grit enrichment programs are rooted in the concept of grit, which has gained prominence in educational psychology as a key predictor of success in long-term goals (Duckworth, 2016). These programs aim to enhance the two core components of grit: perseverance of effort and consistency of interest, by providing structured interventions that help individuals maintain focus and motivation even in the face of setbacks (Duckworth et al., 2007). The theoretical foundation of grit enrichment draws from earlier work on resilience and growth mindset, which emphasize the importance of adaptive responses to challenges and a belief in the malleability of abilities (Masten, 2014; Dweck, 2006). In teacher training programs, where educators must navigate complex emotional and cognitive demands, these interventions are particularly valuable for fostering long-term well-being and professional effectiveness (Sisk et al., 2018).

Previous interventions such as resilience training (Masten, 2014) and mindset interventions (Yeager & Dweck, 2012) provide the groundwork for grit enrichment by focusing on the development of adaptive coping mechanisms and the promotion of sustained effort. Grit programs extend these efforts by incorporating strategies that directly target goal persistence and the ability to recover from failure, crucial skills for teachers facing high levels of occupational stress (Beltman et al., 2011). The integration of psychological well-being elements, such as self-efficacy and emotional regulation, further reinforces the benefits of these programs in educational contexts, helping educators develop both the emotional and cognitive resilience necessary to thrive in their careers (Sisk et al., 2018). By building on these established interventions, grit enrichment programs offer a comprehensive approach to foster both personal and professional growth.

SELF-EFFICACY

Self-efficacy in context to teaching, rooted in Bandura's (1977) social cognitive theory, refers to a teacher's belief in their ability to influence student engagement, manage the classroom, and promote academic success, even in challenging situations. This belief significantly shapes teaching behaviours, attitudes, and educational outcomes. Teachers with high self-efficacy are more likely to adopt innovative teaching strategies, persevere through difficulties, and create a positive learning environment, making the understanding and enhancement of self-efficacy essential for improving educational practices and student achievement (Tschannen-Moran & Hoy, 2001).

Teacher’s self-efficacy is not merely confidence; it reflects a belief in one's capacity to control the classroom environment and affect change in students' learning and behaviour. This belief influences lesson planning, student interaction, and responses to challenges. Teachers with high self-efficacy are more inclined to set ambitious goals, utilize diverse teaching methods, and adjust their strategies to meet all students' needs, including those struggling (Gibson & Dembo, 1984). Conversely, low self-efficacy may lead teachers to doubt their impact, resulting in less engagement and fewer innovative approaches. Teacher self-efficacy also affects the broader school environment. Schools where teachers share a collective sense of efficacy tend to experience better student outcomes, improved behaviour, and stronger teacher-student relationships (Bandura, 1993). This collective efficacy fosters a collaborative culture, where teachers share strategies and support each other to overcome challenges. Such environments encourage teachers to seek professional development, collaborate, and maintain their motivation despite setbacks, ultimately benefiting the entire school community.

Recent interest has emerged in the relationship between teacher self-efficacy and grit—a trait characterized by perseverance and passion for long-term goals (Duckworth et al., 2007). Teachers with high self-efficacy are more likely to develop grit, as their belief in their abilities helps them view challenges as growth opportunities. Successfully overcoming challenges reinforces both self-efficacy and grit, creating a feedback loop that enhances teachers' resilience and long-term commitment. This study seeks to explore the link between these constructs, examining their implications for educational practice and policy.

COGNITIVE STYLE

Cognitive style, a concept from cognitive psychology, refers to the preferred way individuals process information, solve problems, and make decisions. In education, teachers’ cognitive styles significantly influence their instructional strategies, student interactions, and classroom environments. Understanding cognitive styles is essential for developing teaching practices that accommodate diverse learners and enhance student engagement (Zhang & Sternberg, 2005).

Cognitive style differs from cognitive ability, as it focuses on how individuals approach tasks rather than their level of intelligence. It includes dimensions such as field dependence-independence and holistic-analytic thinking (Riding & Rayner, 1998). For instance, field-independent teachers may

emphasize analytical tasks, while field-dependent ones might prefer collaborative learning. This variation in cognitive processing impacts how teachers structure lessons and engage with students.

Research shows that cognitive style influences not only how teachers present material but also how they respond to student needs. Reflective teachers, for example, take time to consider decisions, leading to more thoughtful instructional practices, while impulsive teachers may act quickly, potentially enhancing spontaneity but also risking less thorough consideration (Kirton, 2003). Recognizing these differences is crucial for tailoring teaching methods to diverse student needs.

The relationship between cognitive style and educational outcomes is significant. Teachers whose cognitive styles align with their teaching methods often experience higher job satisfaction and effectiveness (Zhang, 2004). Additionally, students' learning preferences often match their teachers' cognitive styles, boosting engagement and performance (Curry, 2006). However, teachers must also adapt their strategies to meet the needs of students with differing cognitive styles.

An emerging area of interest is the connection between cognitive style and grit, the perseverance and passion for long-term goals (Duckworth et al., 2007). Teachers with cognitive styles that support reflective thinking may be more likely to develop grit, as they persist in refining their practices. This connection highlights the importance of cognitive style awareness in fostering resilience and long-term success in the teaching profession.

There are many models for cognitive style is given by different scientist. Out of which, the researcher will use Eva Cool's model of cognitive style in the present study. It specifically deals with the knowing, planning, and creating styles, categorizes individuals based on their preferred approaches to processing information and problem-solving. The knowing style is characterized by a preference for structured information, clear facts, and logical analysis. Individuals with this style value accuracy, seek out detailed knowledge, and rely on objective reasoning. The planning style involves a focus on organization, systematic thinking, and goal-setting. People with this style prefer to follow a clear, step-by-step approach, emphasizing order and predictability. Lastly, the creating style is marked by flexibility, innovation, and openness to new ideas. Those with a creating style enjoy thinking outside the box, generating novel solutions, and exploring possibilities. Cool's model helps educators and learners recognize and adapt to different cognitive styles, fostering more effective teaching and learning

strategies.

PSYCHOLOGICAL WELL BEING

Teachers play a crucial role in shaping the intellectual and emotional development of future generations, making their psychological well-being essential. Psychological well-being encompasses emotional, psychological, and social factors, contributing to an individual's overall fulfilment (Ryff & Keyes, 1995). For teachers, maintaining well-being is critical due to the high demands, stress, and emotional labour involved in their profession (Kyriacou, 2001). Teachers with positive well-being are more responsive to students' needs, which enhances their teaching effectiveness (Jeon, Buettner & Grant, 2018).

Factors such as job satisfaction, workload, student behaviour, and work-life balance impact teachers' psychological well-being. Teachers with high well-being tend to exhibit enthusiasm and creativity in the classroom, which positively influences student engagement and academic outcomes (Collie, Shapka, & Perry, 2012). In contrast, low levels of well-being can lead to burnout, absenteeism, and reduced educational quality (Schaufeli & Bakker, 2004).

Grit, defined as perseverance and passion for long-term goals, has emerged as a key factor that helps teachers cope with the demands of their job. Teachers with high levels of grit are more likely to persist through difficulties and maintain their enthusiasm, leading to long-term success in their profession (Duckworth et al., 2007). The relationship between psychological well-being and grit is particularly important, as teachers who exhibit both tend to thrive in challenging environments.

The interplay between self-efficacy, cognitive style, and psychological well-being can further enhances teachers' ability to adapt and succeed. Self-efficacy, or belief in one's ability to manage classroom outcomes, influences teachers' cognitive style, which impacts how they solve problems and approach instruction (Bandura, 1997). Teachers with high self-efficacy are more adaptable and experience greater job satisfaction, which improves their psychological well-being (Tschannen-Moran & Hoy, 2001). When combined with grit, these traits can foster resilience, reduce burnout, and promote sustained effectiveness in the teaching profession (Duckworth & Quinn, 2009).

EMERGENCE AND JUSTIFICATION OF THE PROBLEM

Let us consider following two observations made by the researcher upon her visit to a government

school:

Observation 1: Mohan, a 42-year-old government school teacher, faces challenges adapting to the modern demands of teaching, such as ICT integration, innovative teaching practices, and student-centered learning promoted by NEP 2020. His lack of grit and self-efficacy causes him to resist digital tools and new strategies, which impacts his psychological well-being and increases stress. Stuck in a fixed mindset, he feels overwhelmed by these changes, limiting his professional growth and depriving students of a rich learning experience. Mohan's situation highlights the need for a Grit Enrichment Program to enhance his resilience, self-efficacy, and cognitive flexibility, ultimately benefiting both his mental health and teaching effectiveness and student's career growth.

Observation 2: Nidhi, an another 44-year-old government teacher in Mohan's School, embraces the evolving demands of the teaching profession with enthusiasm and resilience. Unlike Mohan, she demonstrates grit and a growth mindset, adapting to new technologies and innovative teaching methods introduced through NEP 2020. Her strong sense of self-efficacy drives her to explore ICT tools and integrate creative, student-centered approaches, including art-based learning, in her classroom. This flexibility and persistence allow her to effectively handle challenges, boosting her psychological well-being and reducing stress. Her proactive attitude and openness to learning make her a role model for adapting to the future demands of the teaching profession.

From the above two observations of the researcher, it is clear that the one who has more grit will be more capable of adapting to the new challenges which emerges in today's era of rapid educational transformation.

The demand for resilient and adaptable teachers has become increasingly crucial in India, especially in light of the transformative National Education Policy (NEP) 2020. The NEP calls for a shift from rote learning to competency-based, holistic, and multidisciplinary education, urging teachers to adopt innovative practices that foster critical thinking, creativity, and problem-solving in students (Ministry of Education, 2020). This shift places new challenges on educators, requiring them to continuously upskill and integrate evolving pedagogical frameworks. Developing grit among teachers is therefore essential to help them persevere through these changes, maintain a growth mindset, and commit to long-term professional development, even in the face of setbacks (Government of India, 2020). By fostering

grit, educators can effectively navigate the demands of NEP 2020 and contribute meaningfully to this reformed educational landscape.

Another core focus of NEP 2020 is the integration of ICT in education, which seeks to enhance digital literacy and enable teachers to deliver blended learning experiences (Ministry of Human Resource Development, 2020). This requires teachers to be not only technologically proficient but also resilient in the face of constant change, as the rapid evolution of technology demands continuous learning and adaptation. Teachers with high grit are more likely to persist in acquiring ICT skills, even if they initially face difficulties or lack resources (Duckworth, 2016). In this context, grit works hand-in-hand with self-efficacy. Studies have shown that self-efficacy plays a pivotal role in the successful adoption of technology in the classroom, as teachers with higher self-efficacy are more confident in experimenting with new digital tools (Bandura, 1997). Thus, promoting grit and self-efficacy among educators can contribute to the successful implementation of ICT integration envisioned by NEP 2020.

In addition, NEP 2020 emphasizes the importance of art-integrated and experiential learning, encouraging teachers to adopt creative, interdisciplinary teaching methods (Ministry of Education, 2020). To effectively implement such innovative practices, teachers must be adaptable and open to experimenting with new instructional strategies, often outside of their comfort zones. Teachers with grit are better equipped to maintain motivation and dedication to such long-term goals, regardless of challenges. Cognitive style also plays a crucial role in this context, as an adaptive cognitive style characterized by flexibility, reflection, and openness—enables teachers to effectively integrate these pedagogical innovations (Howard et al., 2018). Grit can further support the development of such cognitive styles, helping educators embrace dynamic teaching methods in line with NEP 2020's vision.

Moreover, uncertainties like the COVID-19 pandemic have underscored the importance of psychological well-being among teachers. The abrupt shift to online teaching and the challenges of remote instruction placed immense stress on educators, resulting in increased burnout and emotional fatigue (National Council of Educational Research and Training [NCERT], 2021). Grit can serve as a psychological buffer, providing teachers with the resilience to manage stress and maintain mental health. Research suggests that teachers with higher levels of grit are more likely to report positive emotional well-being and life satisfaction, as they possess the mental endurance to navigate high-stress situations

(Lan et al., 2020). By cultivating grit, teacher training programs can support educators in developing the resilience needed to cope with unforeseen disruptions, thereby promoting their psychological well-being and overall job satisfaction.

In sum, the NEP 2020's call for innovative educational practices, combined with the today's demands, highlights the urgent need to foster grit, self-efficacy, and adaptive cognitive styles among teachers in India. Government initiatives such as those led by NCERT and NCTE underscore the importance of teacher resilience and adaptability in enhancing educational outcomes (NCERT, 2020; NCTE, 2020). A focused effort on developing grit within teacher training programs will not only support the successful implementation of NEP 2020 but will also help educators thrive in an era of rapid educational transformation.

Researches related to Grit Intervention Programs executed in various countries

Following are some Grit Intervention Programs executed in various part of the world with their modules and limitations.

Table 1. Researches related to Grit Intervention Programs executed in various countries

S. No.	Author(s)	Year	Sample	Intervention Program Modules	Limitations
1	Singh & Sharma	2023	300 high school teachers (India, Punjab)	Emotional resilience, stress coping strategies, grit in teaching, goal-focused planning.	Limited to specific geographic region; no longitudinal tracking to assess sustained impact.
2	Dumke, Stürmer, & Conrad	2022	150 pupil teachers (Germany)	Teacher resilience, reflective practice, classroom management, and perseverance.	Short duration, small sample size, and limited follow-up data.
3	Credé, Tynan, & Harms	2021	800 university students (USA)	Modules on goal persistence, time management, and overcoming procrastination.	Lack of randomized control trial; possible bias due to voluntary participation.
4	Shechtman et al.	2020	200 teachers and educators (USA)	Teacher well-being, stress management, fostering grit in students, self-reflection	Focused only on teachers; lacked control groups for more reliable comparisons.
5	Alan, Boneva, & Ertac	2019	500 elementary school students (Turkey)	Focus on academic perseverance, long-term goal planning, and coping with setbacks.	Short intervention duration; limited generalizability to other age groups and educational settings.
6	Datu et al.	2017	350 high school students (Philippines)	Growth mindset, emotional regulation, and goal-setting	Small sample size and limited to a specific cultural context.

				strategies.	
7	Eskreis-Winkler et al.	2016	1,200 undergraduate students (USA)	Included self-regulation, growth mindset, and overcoming challenges.	Relied on self-reported data; inconsistent impact on academic performance.
8	Duckworth et al.	2013	1,500 high school students (USA)	Focus on perseverance, goal-setting, managing distractions, and resilience-building.	Short-term assessment; lacked long-term follow-up to assess sustained impact.

Researches related to Grit and Self-Efficacy in Teacher Training Programs

The relationship between grit and self-efficacy in teacher training has been the focus of various studies. Walker and Lewis (2021) found that self-efficacy was a critical predictor of perseverance and success during practicum placements. Pre-service teachers with high levels of grit and self-efficacy were better equipped to manage classroom stress and were more likely to complete their teacher training successfully. Similarly, Tavakoli and Proctor (2020) found a positive correlation between grit and self-efficacy in teacher trainees, where higher grit levels correlated with better handling of the pressures associated with teacher education programs. These studies highlight the importance of both traits in fostering resilience during training.

Other research has also shown how grit and self-efficacy contribute to long-term professional development. For instance, Moen and Federici (2020) demonstrated that teachers with higher grit were more committed to continuous professional development, closely tied to their self-efficacy. Fida et al. (2018) explored emotional self-efficacy in relation to grit and found that student teachers with higher grit scores were better able to persist through emotionally challenging situations. This connection was further supported by studies like Teo and Lee (2016) and Eskreis-Winkler et al. (2014), both of which emphasized how grit bolsters confidence and self-efficacy, particularly in technology integration and overcoming challenges in teaching. These findings collectively underscore the critical role grit plays in teacher resilience, retention, and successful adaptation to the profession.

Researches related to Girt and Cognitive Style in Teacher Training Programs

Research studies specifically investigating the relationship between grit and cognitive style in teacher training programs are relatively limited. However, below are some studies that touch on related areas in education, particularly focusing on grit, cognitive styles, and their implications for teachers**:**

Research on the interaction between grit and cognitive style in teacher training has provided significant

insights. Tariq and Iqbal (2019) explored the combination of cognitive style and grit and found that these two factors strongly predicted teacher trainees' success in problem-solving, particularly in managing student behavior and lesson planning. Clark and Malecki (2019) further extended this understanding by examining the relationship between grit, cognitive learning styles, and academic achievement among pre-service teachers. They observed that pre-service teachers with analytical and field-independent cognitive styles were likely to demonstrate higher levels of grit, allowing them to persist through academic challenges and remain committed to their long-term teaching goals.

Additionally, Howard et al. (2018) and Perry et al. (2018) investigated how different cognitive styles influence grit and self-regulated learning strategies. Howard et al. found a significant relationship between grit and deep learning strategies, highlighting that grittier teachers were more engaged in complex problem-solving. Similarly, Perry et al. revealed that teachers with self-regulated cognitive styles exhibited higher levels of grit. Other studies, such as Vainio and Daukantaitė (2016) and Wolters and Hussain (2015), confirmed the positive link between grit and cognitive styles that emphasize goal-directed thinking, flexible learning, and emotional regulation. These findings suggest that grit plays a crucial role in shaping cognitive styles that promote resilience and long-term success in teacher development programs.

Researches related to Girt and Psychological Well-being in Teacher Training Programs

The relationship between grit and psychological well-being in teacher training programs has been widely explored across multiple studies. Teachers with higher levels of grit, especially in terms of perseverance, tend to display better emotional well-being and reduced stress, which helps them manage classroom challenges more effectively (He et al., 2023). Additionally, during the COVID-19 pandemic, Hong et al. (2022) highlighted the role of grit in enhancing resilience, revealing a positive correlation between grit and psychological well-being. Similarly, Lan et al. (2020) found that pre-service teachers with higher grit levels were more likely to experience increased life satisfaction, emotional stability, and better stress tolerance. In their study, mindfulness was also identified as a significant mediator between grit and psychological well-being.

Other research further emphasizes the importance of grit in enhancing psychological well-being in teacher education programs. For instance, Arslan (2020) and Salles et al. (2020) demonstrated that

fostering grit in pre-service teachers contributes to emotional stability, life satisfaction, and stress management over time. Liu et al. (2019) pointed out that the interaction between self-efficacy and grit promotes better mental health and a stronger sense of personal accomplishment during the transition to professional teaching roles. Earlier studies by Vainio & Daukantaitė (2016) and Datu et al. (2016) also underscored that higher levels of grit mitigate the negative impacts of stress and enhance psychological well-being, even in the face of professional challenges. These findings collectively highlight the vital role of grit in fostering emotional resilience and improving psychological well-being among future educators.

The review of literature shows that although the majority of Grit-based interventions focus on students or general adult populations, a few programs are targeted at teachers and teacher trainees, addressing the cultivation of persistence, consistency of interest, and self-efficacy. Out of these, most of the programs were executed in foreign universities. Only one program was executed in India which majorly focused on instilling the qualities of perseverance, resilience, and long-term passion in teacher trainees. The researcher has curiosity how such programs will work on Dayalbagh educational Institute where Online internship, Art integrated teaching and some more innovative approaches are in practice.

Numerous studies have explored grit and its relationships with various other variables, both individually and in conjunction. However, there is a scarcity of research on grit and its intervention programs in Indian universities. Most existing studies focus on the connections between grit and other variables separately. Additionally, the literature review conducted by the researcher indicates that the relationship between grit and cognitive style has not been examined in teacher training institutions globally. The researcher aims to investigate how grit relates to cognitive style, the combined effects of these variables with grit, and how they interact with each other. This raises several questions stemming from the review of related research:

RESEARCH QUESTIONS

1. How does the Grit Enrichment Program affect Self-efficacy of Pupil Teachers?
2. How does the Grit Enrichment Program affect Cognitive Style of Pupil Teachers?
3. How does the Grit Enrichment Program affect Psychological Well-being of Pupil Teachers?

STATEMENT OF THE PROBLEM

The proposed research aims to investigate the effect of a Grit Enrichment Program on the Teacher's self-efficacy, cognitive style, and psychological well-being of teachers. The study seeks to explore whether enhancing grit can positively influence teachers' confidence in their teaching abilities (Self-efficacy), their preferred ways of processing information (cognitive style), and their overall mental health and emotional resilience (psychological well-being). The findings could provide valuable insights into how grit-based interventions may support the development of more adaptable, confident, and resilient future educators.

Statement of the problem for the present study is –

Effect of Grit Enrichment Program on Self-Efficacy, Cognitive Style and Psychological Well Being of Pupil-Teachers.

DEFINITIONS OF THE TERMS USED IN THE STUDY

GRIT

Grit is defined as the perseverance and passion for long-term goals. It involves sustained effort and commitment to overcome challenges and achieve success (Duckworth et al.,2007)

Operational definition

In this study, Grit refers to one of the traits of human nature which motivates a teacher for setting long-term goal, doing continuous efforts to achieve it, overcoming the obstacles on the way of goal, realizing our weaknesses and trying to improve our self in teaching field. It reflects a teacher's sustained effort and determination to overcome challenges and remain committed to their role over time, regardless of setbacks or difficulties.

SELF-EFFICACY

Self-Efficacy in context to teaching refers to teachers' belief in their ability to effectively plan, organize, and carry out tasks that are necessary to positively influence student outcomes, including academic performance, motivation, and behavior (Tschannen-Moran & Hoy, 2001).

Operational Definition

In this study, Self-Efficacy in context to teaching will include Instructional Strategies (The ability to use effective teaching techniques and strategies), Classroom Management (Confidence in managing

student behaviour and maintaining classroom order) Student Engagement (Belief in one's ability to engage and motivate students.), Innovative Practices (Art-integrated teaching) and Integration of technology (Use of AI tools in teaching and evaluation) etc.

COGNITIVE STYLE

Cognitive Style refers to the preferred way an individual processes information, thinks, learns, and solves problems. It represents consistent patterns of thought and behavior that guide how one interprets and interacts with the world. Cognitive style is relatively stable over time and can affect learning, decision-making, and creativity. (Cools, E., & Van den Broeck, H. 2007).

Operational Definition

In this study, Cognitive Style refers to the consistent patterns in how teachers process information, approach teaching tasks, and solve classroom-related problems, measured across three dimensions i.e. Knowing style, Planning Style and Creating Style.

PSYCHOLOGICAL WELLBEING

Psychological well-being is "a dynamic state in which individuals can develop their potential, work productively, build strong relationships, and contribute meaningfully to their communities." (Keyes, 2020)

Operational Definition

Psychological well-being refers well-being of teachers, including their emotional well-being, job satisfaction, and sense of personal accomplishment. It is the overall well-being which include Self-Acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life and Personal Growth.

GRIT ENRICHMENT PROGRAM

Grit Enrichment Program refers to a structured intervention designed to cultivate and enhance grit, The program typically includes activities, workshops, and strategies aimed at developing resilience, self-discipline, and a growth mindset, enabling individuals to overcome challenges and maintain effort toward achieving their objectives. (Angela Duckworth ,2016).

Operational Definition

Grit Enrichment Program consists of weekly workshops, goal-setting exercises, and reflective activities

aimed at enhancing perseverance, resilience, and passion for long-term goals among pupil-teachers. The program is designed to improve self-efficacy by fostering a growth mindset and providing tools to overcome academic and professional challenges.

OBJECTIVES

Objectives of the present study are as follows:

1. To develop Grit Enrichment program for Pupil teachers.

2. To study the effect of Grit Enrichment program on Self Efficacy of pupil teachers.

3. To study the effect of Grit Enrichment program on Cognitive Style of pupil teachers.

4. To study the effect of Grit Enrichment program on Psychological Well Being of pupil teachers.

HYPOTHESES

Hypotheses for the present study are as follows:

H_1: There is significant effect of Grit Enrichment Program on Self Efficacy of Pupil Teachers.

H_2: There is significant effect of Grit Enrichment Program on Cognitive Style of Pupil Teachers.

H_3: There is significant effect of Grit Enrichment Program on Psychological Well Being of Pupil Teachers.

VARIABLES OF THE STUDY

Independent Variable: Grit Enrichment Program

Dependent Variables: Self-Efficacy, Cognitive Style and Psychological Well Being

Extraneous Variables: Some extraneous variables are identified as below and other will be identified and controlled using effective strategies as per Table 2.

Table 2: Extraneous variables and their controlling techniques

Category of Variables	**Extraneous variables**	**Controlling Techniques**	**Method of control of Extraneous variable**
Participant related variables	Age	Sample Selection	Randomization
	Anxiety Motivation	Rapport Establishment	Psychologically by the Researcher
Environment Related Variables	Classroom Climate	Rapport Establishment	Psychologically by the Researcher

DELIMITATIONS OF THE STUDY

This study will be delimited to:

A. Agra City only- Agra is a culturally and socio-economically diverse city as it invites students from

diverse locations and background making it a representative sample for the study and it also covers lot of Teacher training institutes.

B. Teacher Training Institutes only- The study specifically targets teacher training institutes because these institutions are the hubs where pupil-teachers are prepared for their future roles.

C. Pupil-teachers of Bachelor of Education Program only- Pupil-teachers enrolled in Bachelor of Education programs are the primary focus because they represent the future teaching workforce.

RESEARCH METHOD FOR THE STUDY

The research will employ a quasi-experimental method using a Two Group Design taking Pre-test and post-test results of both the groups to assess the impact of Grit Enrichment Program on the Self Efficacy, Cognitive Style, and Psychological Well Being of pupil teachers. A sample of pupil teachers will be randomly assigned to the experimental group, which will participate in the Grit Enrichment Program, and the control group, which will not receive any intervention. The program will consist of a series of structured workshops aimed at enhancing grit through activities designed to build perseverance, resilience, and goal-setting skills. Data will be collected using validated instruments. Pre-test measurements will be taken before the intervention, and post-test measurements will be conducted immediately after the program's completion, along with follow-up assessments to evaluate the lasting effects. Statistical analyses, including t-tests will be utilized to determine the significance of differences between the experimental and control groups in each of the targeted variables Sample selection.

PROCEDURE OF THE STUDY –

The study will take place in three phases: The Pre-intervention Phase, The Intervention Phase and the Post- intervention Phase.

Phase 1: Pre-intervention Phase (Planning and Development Phase)

In this phase, an intervention program for Experimental Group will be developed on the basis of researches related to Grit Enrichment Programs executed in various countries such as- goal setting exercises, reflective activities etc. as was already mentioned in Table 1 and Table.3. This will include fifteen modules i.e. Introducing Grit, Reflection on Long-Term Teaching Goals, Interest discovery, Discussing Growth mindset, Long and Short-term goal setting, Importance of Deliberate Practice, Emotion Regulation, Classroom-Based Applications of Grit, Stress management techniques, Peer

support network and Mentorship etc. Out of below modules, five modules are specially designed as per the curriculum of Dayalbagh Educational Institute of B.Ed. Course which includes- Art Integrated Teaching, ICT, Artificial Intelligence, Teaching in tribal areas (RDC) etc. The intervention program will be validated by the experts before execution. The details of objectives, content and activities of Grit Enrichment program are following:

Table 3: Proposed Outline for Grit Enrichment Program

S. No.	Modules	Objectives	Content	Activities
1	Introduction to Grit and Its Relevance in Education (1 Week)	Understand the concept of grit, its components (perseverance and passion), and its role in professional life	Theoretical framework of grit, research evidence, and case studies relevant to education.	Reflection exercises, group discussions, and presentations on grit.
2	Developing Grit in Teaching (2 Week)	Cultivate grit by understanding and practicing sustained effort in goal-oriented tasks.	Techniques for self-regulation, goal setting, and resilience building as well as cultivating passion and perseverance.	Case studies on classroom challenges, role-playing, and group exercises on managing setbacks.
3	Goal Setting and Strategic Planning (1 Week)	Enable students to set SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals related to teaching.	Importance of goal setting, planning, and feedback loops in educational contexts	Goal-setting workshops, creating action plans, and accountability check-ins.
4	Self-Efficacy and Growth Mindset (2 Week)	Develop a growth mindset and improve self-efficacy.	Growth mindset principles, overcoming fixed mindset limitations, and fostering self-efficacy.	Self-assessment tools, mindset exercises, and peer discussions on overcoming self-doubt.
5	Cultivating Passion for Teaching (2 Week)	Help students connect with their intrinsic motivations and passion for teaching.	Techniques to identify passions, align values with teaching, and enhance intrinsic motivation.	Reflection activities, passion projects, and visualization exercises on future teaching goals.
6	Dealing with Failure and Building Resilience (2 Week)	Equip students with strategies to handle failure constructively and strengthen resilience.	Learning from setbacks, resilience-building techniques, and understanding the role of failure in growth.	Sharing failure stories, analyzing historical examples, and journaling exercises
7	Time Management and Discipline in Educational	Teach effective time management skills to enhance self-discipline in teaching.	Prioritization, planning, and managing time under pressure in academic	Time-management workshops, use of time-tracking tools, and daily planning

	Contexts (1 Week)		and classroom settings.	exercises.
8	Collaborative Grit and Team Building (2 Week)	Develop collaborative skills to persevere as a team in a teaching environment	Importance of collaboration, communication skills, and empathy in group settings	Group projects, problem-solving exercises, and reflective sessions on teamwork dynamics.
9	Stress Management and Mindfulness for Teachers (1 Week)	Introduce mindfulness practices and stress management techniques to foster resilience.	Techniques in mindfulness, relaxation, and emotional regulation	Guided meditation, deep-breathing exercises, and workshops on stress management techniques.
10	Reflective Practice and Lifelong Learning (2 Week)	Encourage self-reflection and a commitment to continuous professional growth.	Importance of reflective practice, setting long-term growth plans, and embracing lifelong learning.	Reflective journals, feedback sessions, and crafting development plans.
11	Art-Integrated Teaching for Enhancing Grit (2 Week)	Cultivate perseverance through art-integrated teaching methods that foster creativity and engagement in classroom instruction.	Role of grit in creative teaching; strategies for incorporating art to build resilience and adaptability in teaching.	Lesson Planning with Art Integration, Problem-Solving in Art Projects
12	ICT Skills and Grit for Future-Ready Teaching (2 Week)	Develop grit in navigating and mastering essential ICT skills for efficient and engaging teaching.	Introduction to ICT tools for educators, managing digital stress, and using grit to overcome technology related challenges.	ICT Tool Exploration, Overcoming ICT related Challenges through Workshop, Daily Tech Practice Logs
13	AI in Education: Developing Adaptability and Innovation (2 Week)	Build adaptability and resilience in utilizing AI for adaptive teaching methods.	Overview of AI applications in education (e.g., AI driven assessment, chatbots for student queries), navigating change in teaching practices.	AI Tool Workshop AI-Enhanced Lesson Planning, Reflection on AI Integration Challenges
14	Integrating ICT and Art for Creative Problem-Solving (2 Week)	Foster grit by combining art and ICT to create interactive and innovative lessons that engage diverse learning styles.	Strategies for blending ICT with artistic elements; building perseverance in planning and delivering tech-enhanced, art integrated lessons.	Multimedia Art Lesson Creation, Group Discussion on Creative Tech Challenges, Feedback and Refinement
15	Building Grit through Community-Contexts	Cultivate resilience, adaptability, and resourcefulness in	Developing grit through community-centered teaching,	Resourcefulness Workshop Community

	Driven, Resourceful Teaching in Rural and Tribal Areas. (2 Week)	teachers working in rural and tribal areas by leveraging community knowledge and limited resources creatively.	integrating local arts and culture, adapting ICT and low-tech solutions, and fostering connection with students in remote settings.	Knowledge Integration Peer Mentorship Circle Reflection on Community-Based Resilience

The tools for measuring Cognitive Style and Psychological Well Being will be selected as per the proposed tools mentioned in table 5. Tool for measuring Self efficacy will be constructed as per the dimensions mentioned in table 5.

Phase 2: The Intervention Phase (Execution Phase)

In this phase, an intervention program developed in above step will be executed for Experimental Group. This intervention program will be of six months (180 days or 26 weeks).

Phase 3: The Post-Intervention Phase (Testing of Hypothesis)

In this phase, Self Efficacy, Cognitive Style and Psychological Well Being will be measured after the intervention (post-test).

The hypotheses will be tested by comparing the pre-test and post-test results of both the group.

RESEARCH DESIGN

The present study will be executed as follows:

Table 4: Proposed Research Design

Group	**Pre-Treatment Phase**	**Treatment Phase**	**Post-Treatment Phase**
EXPERIMENTAL GROUP	**(Pre-Test)** Administration of tools on Pupil Teachers. 1. Self-Efficacy (Self- Constructed Tool) 2.Cognitive Style (**Revised Cognitive Style Indicator (R-CSI)** by Wauters et al.,2021) 3.Psychological Well Being (**Comprehensive Psychological Well-Being Scale (CPWB)** by García-Campayo et al.,2021)	These participants will be exposed to Grit Enrichment Program for six months.	**(Post-Test)** Administration of tools on Pupil Teachers. 1. Self-Efficacy (Self- Constructed Tool) 2.Cognitive Style (**Revised Cognitive Style Indicator (R-CSI)** by Wauters et al.,2021 3.Psychological Well Being (**Comprehensive Psychological Well-Being Scale (CPWB)** by García-Campayo et al.,2021)
CONTROL GROUP		These participants will not receive any intervention.	

SAMPLE OF THE STUDY

The current study is designed to take place in teacher training institutes of Agra through purposive sampling. The Department/Faculty of Education is chosen through purposive sampling, as this Department exclusively offers B.Ed. program. Approximately 80 students will be selected at random and will be randomly divided equally into experimental group and control group.

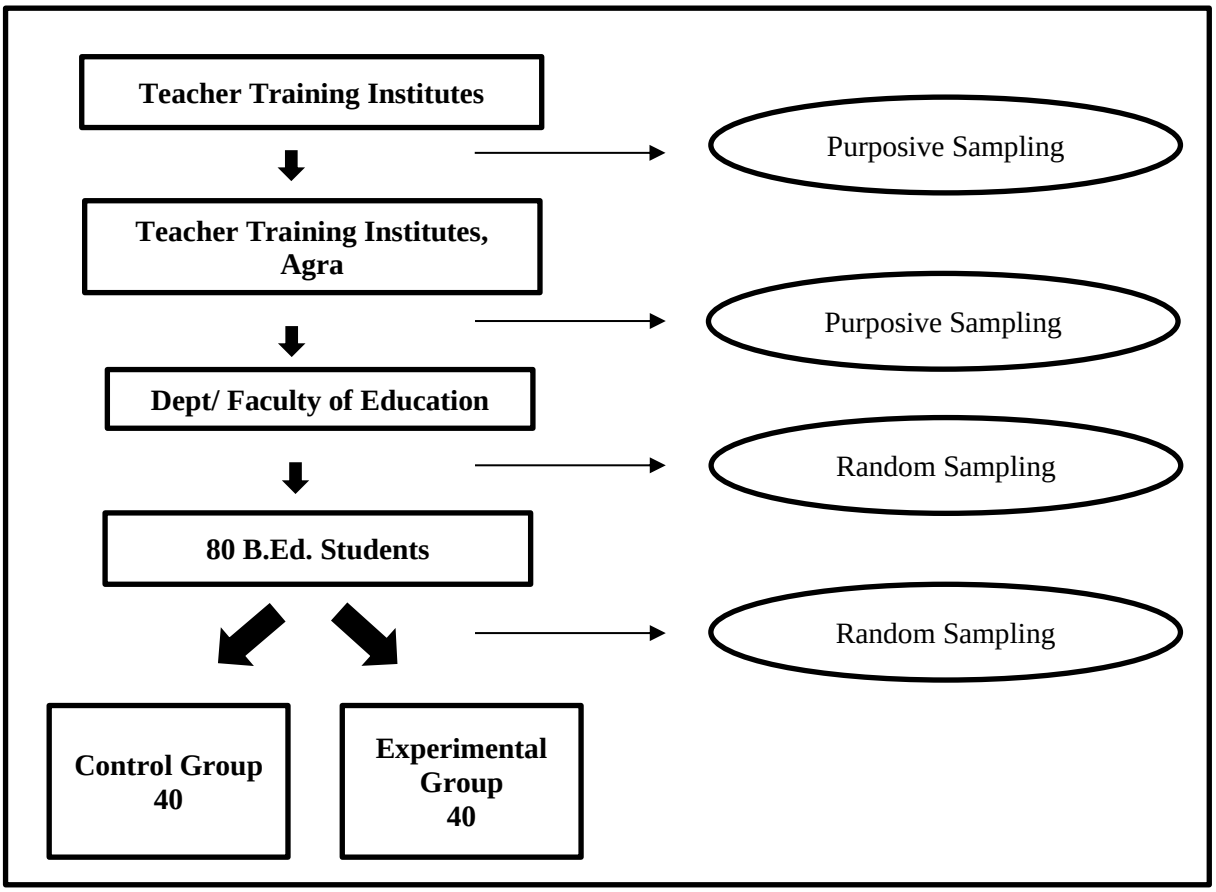

Fig 4: Details of sampling of the study

RESEARCH TOOLS

According to the topic of study, the researcher needs three tools for measuring three dependent variables i.e. Cognitive style, Psychological Well-Being and Self Efficacy. For assessing Cognitive Style, the **Revised Cognitive Style Indicator (R-CSI)** by Wauters et al. (2021) is proposed due to its updated dimensions and relevance to the modern educational environment. The R-CSI captures three dimensions—Analytical, Creative, and Practical styles—each of which aligns with key skills needed by teachers, such as critical thinking, adaptability, and creativity. The tool has strong psychometric properties, with reliability scores between .80 and .87 and validity confirmed through factor analysis.

Other tools considered included the **Cognitive Style Indicator (CSI)** by Cools and Van den Broeck (2007), the **Analytical-Creative Scale (ACS)** by Kossowska (2014), and the **Cognitive Flexibility Scale (CFS)** by Martin and Rubin (2003). While these tools also measure cognitive styles, the R-CSI provides a more streamlined and practical approach, making it ideal for examining shifts in cognitive style following a grit intervention. Its emphasis on practical and creative thinking is especially relevant for capturing changes in pupil teachers who engage in evolving, challenging educational settings.

The **Comprehensive Psychological Well-Being Scale (CPWB)** by García-Campayo et al. (2021) is proposed to measure psychological well-being due to its holistic view, covering emotional, social, professional, and cognitive dimensions. This scale is highly suitable for educators, as it includes a professional dimension that assesses well-being in the context of work—a key factor in understanding the effects of grit interventions on teachers. The CPWB has strong psychometric properties, with reliability scores between .85 and .92 and validity supported by construct and criterion analyses. Alternative tools considered included the **Warwick-Edinburgh Mental Well-being Scale (WEMWBS)** by Tennant et al. (2007), the **Mental Health Continuum-Short Form (MHC-SF)** by Keyes (2002), and the **PERMA-Profiler** by Butler and Kern (2016). Although these tools also assess aspects of well-being, the CPWB's inclusion of a professional dimension makes it more comprehensive for understanding teachers' mental health across various domains. This makes it particularly useful in studies aiming to capture the broad impacts of grit intervention programs on well-being.

In context of Self Efficacy, existing tools like the **Modern Teacher Self-Efficacy Scale (MTSES)**, **Teachers' Sense of Efficacy Scale (TSES)**, and others have demonstrated reliability and validity in measuring teachers' self-efficacy, they have certain limitations that suggest the need for a more tailored instrument for this study. Specifically, many of these tools, such as the TSES and TEIP, primarily focus on general teaching efficacy, with limited emphasis on the specific areas that may be influenced by grit interventions, such as resilience, perseverance, and the ability to overcome challenges in the classroom. While the MTSES incorporates aspects of technological integration and instructional adaptability, it does not adequately capture the nuances of self-efficacy that may emerge from a grit-focused intervention, particularly in the context of emotional resilience and long-term goal-setting, which are central to grit theory. So, the researcher will construct tool for this variable.

Table 5: Proposed tools to be used in the study

S. No.	Variables and their measuring tools	Author	Year	Details of the tool
1.	**Cognitive Style** Revised Cognitive Style Indicator (R-CSI)	Wauters et al., 2021	**2021**	Dimensions of the tool: 1.Analytical Style 2.Creative Style 3.Practical style Reliability: 0.80 to 0.87
2.	**Psychological Well Being** Comprehensive Psychological Well-Being Scale (CPWB)	García-Campayo et al., 2021	**2021**	Dimensions of the tool 1.Emotional Well being 2.Cognitive Wellbeing 3. Social well being 4.Professional Well Being Reliability:0.85 to 0.90
3.	**Self-Efficacy**	Self-Constructed	-	Dimensions: 1.Student Engagement 2.Classroom management 3.Inclusion of Innovative Practices 4.Technology integration etc.

STATISTICAL TECHNIQUES

To analyze and interpret data, both descriptive and inferential statistical techniques will be used.

Descriptive statistical Techniques:

1. Mean: It will be used to find out the average pre-test and post-test scores of both Experimental and control groups.

2. Standard Deviation: It will be used to find out the variation in the scores of the two groups with respect of their mean values.

Inferential statistical Techniques:

t-Test: It will be employed to find out statistically significant difference between the mean of post- test scores of Experimental and control groups.

SIGNIFICANCE OF THE STUDY

The significance of the proposed study for all the related stakeholders are as follows:

For Pupil Teachers: The Grit Enrichment Program aims to directly impact pupil teachers by enhancing their perseverance, resilience, and commitment to long-term teaching goals. By developing their grit, pupil teachers can overcome challenges they face during their training and future teaching careers. This program also aims to improve their self-efficacy, or their belief in their ability to succeed, which is crucial for classroom management and fostering student achievement. Furthermore, improving

psychological well-being will help them maintain mental and emotional balance, reducing burnout and stress, which are common in the teaching profession. Cognitive style awareness will help pupil teachers' approach in problem-solving and decision-making more effectively.

2. For Teacher Educators: The significance of the study lies in its potential to provide insights into how pupil teachers' non-cognitive skills (such as grit) relate to their teaching performance. By understanding these relationships, teacher educators can design better curricula and training sessions that emphasize the development of perseverance, adaptability, and emotional well-being. This study also allows teacher educators to guide future teachers in self-assessment of their cognitive styles, helping them make decisions based on their strengths. It also encourages educators to adopt teaching methods that support long-term teacher retention and reduce dropout rates from the profession. By understanding the relationship between grit, cognitive style, and psychological well-being, teacher educators can offer more targeted feedback and guidance to pupil teachers.

3. For Policy Makers: Educational policymakers can use the study's findings to design comprehensive teacher training programs that focus not only on academic skills but also on the emotional and psychological resilience of future teachers. By integrating grit as a core component in teacher education, policies can be formulated to ensure teachers are better prepared to face challenges in diverse classroom environments. This approach contributes to enhancing overall teaching quality and, by extension, student outcomes. Policymakers may also use these insights to create supportive environments that encourage continuous professional development, addressing both cognitive and emotional aspects of teaching

4. For Teacher Training Institutions: Teacher training institutions can benefit from the study by incorporating the Grit Enrichment Program into their curriculum. This could significantly improve the overall development of pupil teachers, preparing them to face both academic and psychological challenges. Institutions can use this research to emphasize the importance of psychological well-being and encourage reflective practices that focus on cognitive strengths. Furthermore, integrating a program like this may improve the institution's reputation for producing well-rounded and resilient teachers who are equipped to deal with the demands of modern-day classrooms.

5. For School Administrators: School administrators play a crucial role in the professional

development of teachers. The findings of this study can help administrators understand how to support new teachers by fostering an environment that values grit and resilience. It can also provide them with tools to identify and develop teachers' cognitive styles, leading to more personalized professional development plans. This understanding will help administrators create school cultures that encourage long-term dedication, perseverance, and well-being among teachers, ultimately leading to more effective teaching and better student outcomes.

6. For Future Researchers: The research may help in developing the Grit enrichment program in context to teacher training institutes for Indian university set up.It will provide a theoretical foundation for future studies and encourage researchers to examine how non-cognitive traits can be enhanced through targeted interventions. The research will also fill gaps in the existing literature, especially in the context of pupil teachers, offering new avenues for investigation in educational settings.

Thus, the proposed study aims to validate that the non-cognitive constructs of human psychology like Grit are important in today's era of rapid educational transformation. It also contributes to the development of a Grit enrichment program and further testifies its effect on Teachers' self-efficacy, Cognitive style and psychological wellbeing of Pupil teachers demonstrating that teacher training is not just about academic knowledge but also about nurturing the emotional and cognitive resilience.

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